**Restorative Practices Overview: Awareness & Mindset**

*Introduction Activity*

1. **“You can call me”** **Greeting:** Introduce yourself, then re-introduce yourself with a nickname/adjective/descriptor that starts with the same letter of your first name (Serene Stephanie, Tacky Therese, Kind Karen, etc.). HAVE FUN WITH THIS!!
2. **“Ultimate vacation” Focusing Moment:** Provide ~1 of silence for participants to quietly visualize their ultimate vacation – what would it look like if there were no cost, no consequences, no strings attached. Encourage deep breathing to re-center on our time together.
3. **“1-5” Feeling Check-In:** Hold up fingers (1-5) to communicate how they’re feeling now. One means they’d like to be sent home, five means they’re excited to be here.
4. **“If you really knew me” Activity:** Requires movement. Share guidelines for the activity, seek agreement on norms/expectations. Everyone stands in the circle. The trainer gets up and removes their chair from the circle. They start this activity by finishing the sentence with a characteristic reflecting an personal fact, interest, hobby, or family characteristic (e.g., “has more than two siblings;” “owns a dog;” “has a hard time getting up in the morning;” “is left-handed.”). Everyone in the circle who shares that characteristic stands up and tries to grab one of the remaining seats (it can’t be their own!). If they are left standing, they are the next one to finish the “if you really knew me” sentence. *Step forward if you have this in common is a variation of this. The facilitator identifies something about themselves-my favorite color is green, if that is also your favorite color you step forward and then step back into the circle. Repeat this 5-10 times.*
5. **“1-5” Feeling Circle Close:** Hold up fingers (1-5) to communicate how they’re feeling now. One means they’d like to be sent home, five means they’re excited to be here.

**Building an Affective Vocabulary**

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| Happy |
| Glad |
| Amused |
| Cheerful |
| Energetic |

|  |
| --- |
| Pleased |
| Proud |
| Delighted |
| Gratified |
| Thrilled |

|  |
| --- |
| Excited |
| Optimistic |
| Hopeful |
| Confidant |
| Positive |

|  |
| --- |
| Elated |
| Joyful |
| In awe of |
| Ecstatic |
| Overjoyed |

|  |
| --- |
| Surprised |
| Astonished |
| Shocked |
| Amazed |
| Flabbergasted |

|  |
| --- |
| Sad |
| Down |
| Upset |
| Unhappy |
| Miserable |

|  |
| --- |
| Mad |
| Angry |
| Peeved |
| Furious |
| Outraged |

|  |
| --- |
| Disappointed |
| Frustrated |
| Put out |
| Annoyed |
| Resentful |

|  |
| --- |
| Disgusted |
| Offended |
| Sickened |
| Repulsed |
| Appalled |

|  |
| --- |
| Scared |
| Nervous |
| Fearful |
| Frightened |
| Terrified |

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| --- | --- | --- |
|  | Purpose or Goal | Considerations |
| Greeting | Activity to start the circle. Happens first to set a positive tone and provides an opportunity for every individual to be recognized. | Some circle models encourage the practice of saying each person’s name to help build community & allow participants to get to know one another. The type of greeting used should match the tone of your circle. |
| Focusing Moment | Optional. The focusing moment can help to signal the beginning of the circle. | The focusing moment can help to calm participants after a boisterous greeting. |
| Check-In | An opportunity to gauge participants’ emotional state, the check-in can help to build emotional self-awareness. | The check-in may also help to build empathy as students recognize feelings in other classmates. |
| Activity | An activity and/or discussion that examines the topic of the day’s circle. Depending on the purpose of the circle, the activity may not have a storytelling component. The goal is to get participants’ perspectives on the topic. | This is the main part of the circle. It can be used for academics or social emotional behavioral instruction, but the activity should always be **non-evaluative** so that everyone may be successful. Circles should be enjoyable activities for everyone involved.  |
| Closing | Participants share their feelings about the circle and/or what they learned and prepare to return to the regular day. | The closing may provide an opportunity to check the validity of the circle process or identify if additional steps are needed to address students’ emotional state before exiting the circle. A mindfulness moment or deep breathing exercise can help participants maintain or regain a sense of calm while returning to the regular school day. |

**Ideas for Greetings**

Below are examples of greetings that could be used in many types of circles. Read the examples and highlight the different greetings you would like to use as a facilitator.

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| --- | --- |
| **Name of Greeting** | **Description** |
| Group greeting | One person says their name and everyone greets them at once. This continues until all participants names have been said.You can have a fun adaptation on this by having each person say their name in a funny voice, dramatic style, foreign accent, etc. and having the group attempt to mimic that style. |
| Match card greeting | There can be many variations to this greeting. The object is to have participants purposefully match with another participant based on information on the cards. An example could be using a math problem. One student has a card with ‘3 x 2’ and needs to find another student with this answer to the that problem. |
| Spider web greeting | Using a ball of yarn, one student rolls the ball to a person on another side of circle and greets them. The student greets them back and rolls it to a different student, and this continues until all students are greeted. The greetings are then performed in reverse order so the group can roll the ball of yarn back up. |
| I wonder…. | Have index cards with lots of different questions for example—If you could be any superhero, who would be? Why? If you could have one wish come true, what would it be? Why? If you could travel anywhere, where would you? Share one interesting fact about yourself (I have been to all 50 states, I have 8 older siblings, I have a pet tarantula, etc.). |
| Hand Movement | Person stands up and says their name. Then do a hand movement (i.e. jazz hands, princess wave, golf clap). The person sits back down and the group repeats back the person’s name with the hand movement. |
| Alphabetical Greeting | Individuals greet one another starting with the individual’s first initial and moving on in alphabetical order or reverse alphabetical order. For example: Abby, Amy, Ashley, Brian, Curtis, Dreah… |
| Ball Toss Greeting | An individual is selected to begin the circle and is given a ball. They greet another participant and tosses the ball to them. This continues until all participants have received the ball. The last participant ends the greeting by tossing the ball back to the person who began the greeting. |

*Continued…*

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| Guess My Feeling Greeting | Participants receive an index card with an emotion written on it, and greet one another in a way that conveys the emotion on their card. The other participants get to guess which emotion was written on the index cards. |
| Name Card Greeting | Everyone’s name is written on a card, collected, shuffled, and placed face down in the center of the circle. One individual begins by selecting a card and greeting that individual. The person who was greeted gets up and continues the process. |
| One-Minute Mingle Greeting | Participants greet as many people as they can in one minute. Every greeting must meet the basic criteria for a quality greeting: eye contact, greeting with name, partner returns the greeting. The criteria should be modeled prior to starting the timer. The person who greets the most individuals may receive group recognition; the person who greeted the fewest individuals could be personally greeted by the rest of the group members. |
| Snake Greeting | A participant begins by greeting another individual, moving on to another randomly selected individual. Each participant who is greeted gets up and greets the same people greeted by the leader, in the same order, so that a “snake” of participants forms behind the leader. When the leader finishes greeting the last participant, they sit down, as do the other students, in order. |
| Inside-Outside Greeting | Participants form two circles, one inside of the other. They stand so the inner circle is facing the outer circle, and the outer circle is facing the inner circle. The inner and outer circles take turns “rotating” so each person greets another who had been standing in a different location in the circle. The circles may rotate one step at a time, or several steps at a time. |
| Greet and Meet Greeting | Participants form groups of three, greet each other, and briefly discuss a topic provided by the leader. |
| Reach Out Greeting | The leader provides a guideline to the group, and individuals greet at least one other person according to the stated guideline. For example: a) greet someone you haven’t talked to yet today; b) greet someone of the opposite gender; c) greet someone who is much older/younger than you; etc. |

Adapted from:

* Responsive Classrooms, <https://www.responsiveclassroom.org/>
* Teaching Restorative Practices using Circles/ San Francisco Unified School District, <http://www.healthiersf.org/RestorativePractices/>
* Crawford, L. (2012). *The Advisory Book.* Developmental Designs, Minneapolis, MN.

**Ideas for Focusing Moments**

These are examples of focusing moments that could be used in many types of circles. Read the examples and highlight the different greetings you would like to use as a facilitator.

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| **Name of Greeting** | **Description** |
| Deep Breaths | Close eyes/look down take a deep breath & count to 5. Take another deep breath & count backwards from 5. Feel free to add a couple of cycles to this to help the group calm down & focus.  |
| Visualization | Close your eyes and visualize your happy place (i.e. beach, mountains, lake, snow, etc.) |
| Chant | Develop a chant the students can say (i.e. Never Give Up: Be Safe, Be Respectful, Be Responsible) |
| Song | Play a song (i.e. soft, classical) |
| Play a Sound | Play a sound (from a device, a recording, a sound machine, etc.) and ask the participants to focus on the sound  |
| Simon Says | Do a simple round of follow the leader or Simon says (only use the Simon says part)  |
| Scent and Smells | Spray a scent (i.e., lavender, mint), ask participants to close their eyes and focus on the smell(s) |

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**Ideas for Feelings Check-Ins**

Below are examples of Feelings Check-ins to be used in all types of circles. Read the examples and highlight feelings check-ins you would like to use as a facilitator.

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| **Feelings Check-in** | **Description** |
| **“Who’s a five today?”** | This is a very brief way of checking in with your participants/students, seeing how they feel today. Here’s a sample scale:*5 = Couldn’t be better, feeling energized and happy, excited for the day to begin**4 = Feeling pretty happy, relaxed, feeling relatively optimistic about the day**3 = So-So, relaxed, not particularly excited or happy but still alert & engaged**2 = Not terrible, a little low energy, not particularly motivated to be here**1 = Feeling really bad, really low energy, pull the covers up over they’re head.*Note: If a participant reports that they are a “1,” the facilitator should prompt the group to address this in a positive way. For example: facilitator says “I’m sorry to hear that! I’m glad you made it in today even if you’re not feeling very good. Hopefully we can help you feel a little better as the day goes on. Can someone in our group offer [participant’s name] a little encouragement to get [him/her] going?” Praise the student who provides encouragement.  |
| **Thumbs up, Thumbs down** | Ask participants to give either a Thumb up if doing great/fabulous, thumbs to the side if doing okay, thumbs done if not having a good day. |
| **Roses or Thorns** | Ask participants to identify how their day is going, is it more like roses (good) or thorns (not so great). |
| **Emotion Pictures** | Have an emotion chart. Ask participants to point to the picture of how they are feeling today. |
| **Emotion Words** | Have participants identify one word to describe how they are feeling today. They can either say it out loud or they can write it down on an index card and lift up. For students who may have difficulty with words to express their emotions, suggest having emotion pictures they can choose from. |

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* Crawford, L. (2012). *The Advisory Book.* Developmental Designs, Minneapolis, MN.

**Ideas for Closings**

Below are examples of ‘Closings’ that can be used in all types of circles. Read the examples and highlight the ‘closing’ you would like to use as a facilitator.

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| **Name of Closing** | **Description** |
| **Two-word checkout** | Each student picks two words to describe their thoughts of circle that day |
| **Reflective questioning** | Facilitator asks specific questions related to the activity of the circle to have students reflect on the topic. Based on the topic discussed student could share back one take-away from the circle (i.e., one thing they learned, one thing they will do differently).  |
| **Call and Response** | The facilitator or a participant says a word (call) and the rest of the group responds in unison with another word (response). For example-” Who’s in the house” (Call) “We are in the house” (Response) |
| **Chant** | Develop a chant the students can say (i.e. Never Give Up: Be Safe, Be Respectful, Be Responsible) |
| **Hand Signal** | Do a hand movement (i.e. jazz hands, princess wave, golf clap). The person sits back down and the group repeats back the person’s name with the hand movement. |
| **Feelings Checkout** | Use the same feeling check-in activity to see if the circle has had an impact on the students’ emotions. |
| **Simon Says** | Do a simple round of follow the leader or Simon says (only use the Simon says part). |
| **Dance Out** | Have music available and ask the participants to spend a minute or two dancing to celebrate their participation in the circle. |

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